

Horsell Village After School Club Ltd

The Parish Institute, High Street, Horsell, Woking, Surrey, GU21 4SS

Inspection date	05/02/2013
Previous inspection date	14/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Club staff maintain useful links with both the schools' teachers and parents. These links enable all involved to meet each child's learning needs promptly, and to enable them to move on to their next stages of development.
- Children are settled, happy and have good relationships with staff, so are secure and behave well.
- Staff plan a good range of experiences for children, who help themselves from a good range of resources and eagerly choose the activities and toys that interest them.

It is not yet good because

- Not all required records were available to the inspector, which is a breach of requirements.
- Staff do not make the best use of the space available to promote children's physical development as well as possible.
- Staff do not always encourage children to take on small tasks whenever possible, such as in the daily routines.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities inside and completed a joint observation with the manager.
- The inspector had discussions with the manager and inspected documentation that demonstrated the suitability of staff.
- The inspector sampled children's records, and other relevant documentation.
- The inspector spoke to staff and children during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Hazel Farrant

Full Report

Information about the setting

Horsell Village After School Club opened in 1999 and registered with Ofsted in 2001. It is run by They Horsehill Village After School Club Limited, which is non-profit making; committee members act on a voluntary basis. The club operates from the Parish Institute building in the village of Horsell, on the outskirts of Woking town centre in Surrey. Children use two rooms based on two floors with interior stair access to the upper level,

and cloakroom facilities. There are outside play areas. The club serves the local area and children are collected from the village school by club staff.

The club operates Monday to Friday during term time only and is open from 3pm to 6pm. The club is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 46 children on roll, of whom 17 are in the early years age range. There are four staff who work with the children, with two holding relevant qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make all required records available for inspection, in particular with regard to documents relating to the committee.

To further improve the quality of the early years provision the provider should:

- strengthen children's independence skills, by encouraging children to take on as many small tasks as possible, for example, by pouring their own drinks
- develop the programme for children's physical development as well as possible, for example, by encouraging children to be active and energetic through organising lively games daily.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The club provides a relaxed atmosphere, where children feel that they belong and as a result, they interact positively with each other and staff. Staff know the children well which helps them they provide a service that meets their individual needs. All of the children attend full-time education. The manager plans activities to complement what the children are doing at school and offers a wide range of fun activities overall. A good mix of child-initiated and planned activities keep children's interest. The club offers a welcoming environment for all children. There is an effective planning system which links to the Early Years Foundation Stage. It incorporates children's wishes, as staff seek their views, which also helps to sustain interest in experiences offered.

Regular discussions take place between the staff and the reception class teachers. These

provide useful information about what the children have achieved in school. The impact of this is that the club staff assist effectively in children's learning. Children are regularly observed and their progress is discussed with parents. Staff know what children need to learn next and work closely with parents to promote their involvement with their children's learning at home.

Children help themselves to a wide range of good quality toys and resources and eagerly choose those that interest them. They sit with construction bricks and talk about how tall they will build a tower. They explain they dip chalk in water because this makes the colours show up better on black paper. Children use a range of information and communications technology competently, which includes a computer, keyboard and mouse. Staff are effectively involved in what the children do and extend their learning well. During a board game, staff help children to learn more about colour, numbers and matching in a fun way. These activities and games all help the children to be keen learners. Children skilfully use a range of small tools and practice their hand coordination during their play.

The contribution of the early years provision to the well-being of children

Children are settled, happy and familiar with the routines of the club. They know they have to hang up their coats on their pegs on arrival. Children's friendships formed at school continue at the club. Children play harmoniously and cooperatively together, such as when playing games and creating models together. Children's behaviour is good and they adhere to the boundaries and expectations consistently set and managed by staff. On odd occasions staff gently remind children about good manners and they respond with courteous replies. The 'key person', system where staff take special responsibility for a group of children, works well and results in warm and secure attachments between the children and staff. Children gain useful attitudes for their future lives.

Children learn about keeping healthy and safe well. They understand why it is important to wash their hands before eating and after they have used the toilet. Currently, children are not using the main outside play area due to refurbishment of the surrounding area. The manager states that children will use the outside area again once it is secure. In the meanwhile, staff do not make the best possible use of the space available for energetic physical play after the school day.

Healthy, light meals and snacks are provided during sessions accompanied with water to drink. Children butter their own toast and serve their own food, but staff do not encourage children to be fully independent in taking on small tasks.

Children learn about personal safety. They walk carefully from school to the club and understand road safety as they stop, look and listen before they cross the road. Their safety is further protected because the staff supervise children closely, both during the walk from school and when inside the club. Links between the club staff, and teachers and parents are maintained well. Useful two-way communications help everyone take a

consistent approach to children's care and learning.

The effectiveness of the leadership and management of the early years provision

The club's leadership and management have a secure understanding of the requirements of the Early Years Foundation Stage. Staff have a suitable understanding of what they need to do should they have any concerns regarding a child in their care. A written safeguarding policy is in place and shared with parents. Staff recruitment procedures ensure staff have undergone required checks so they are cleared as suitable to work with children. Children are unable to leave the club unauthorised because staff are vigilant about closely monitoring who has access to and from the main door of the building. Before children arrive at the club, staff complete a risk assessment to minimise possible hazards. Not all required records were available to the inspector, which is a breach of a specific legal requirement. Records regarding the registered committee were unavailable, as these were with the club's secretary. The manager confirmed that necessary clearances had been made and that no unchecked persons are left alone with children, so no children have been placed at risk of harm.. All staff hold a current paediatric first aid certificate and complete safeguarding training regularly . The committee shares a suitable range of written policies and procedures with parents.

The club staff have a clear understanding of the learning and development requirements. Each day the manager and her staff discuss how the sessions have gone and what the children have achieved. The manager details the club's strengths and areas for improvement clearly. Since moving back to their original premises, the staff team has worked hard to make it a warm and welcoming place for children and their families.

Training needs are identified and discussed with staff. They receive good support to further their knowledge and understanding of good practice.. Overall, there is a suitable range of activities and resources which support children's learning and development well. Activities support children's interests whilst continuing to support their learning through play. Parents spoken to during the inspection were very complimentary about the service the club offers. Their comments include, 'My child is very happy at the club' and 'The staff are brilliant'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	120266
Local authority	Surrey
Inspection number	846179

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	28
Number of children on roll	46
Name of provider	The Horsell Village After School Club Limited
Date of previous inspection	14/07/2009
Telephone number	0776 0342 139

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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